

MERIT BADGE	LOCATION	PRE-REQUISITES	REQUIRED ITEM/ATTIRE
<b>ALL PRE-REQUISITES ARE SUBJECT TO CHANGE</b>			
Action Archery	Archery Range	Must be 14 years of age or older Must have the archery merit badge	
American Culture/ American Heritage	Howard Cabin Porch	<p><b>American Heritage</b></p> <p><b>3c.</b> Research your family's history. Find out how various events and situations in American history affected your family. If your family immigrated to America, tell the reasons why. Share what you find with your counselor.</p> <p><b>Do ONE of the following:</b></p> <p><b>5a.</b> Watch two motion pictures (with the approval and permission of your counselor and parent) that are set in some period of American history. Describe to your counselor how accurate each film is with regard to the historical events depicted and also with regard to the way the characters are portrayed.</p> <p><b>5b.</b> Read a biography (with your counselor's approval) of someone who has made a contribution to America's heritage. Tell some things you admire about this individual and some things you do not admire. Explain why you think this person has made a positive or a negative contribution to America's heritage.</p> <p><b>5c.</b> Listen to recordings of popular songs from various periods of American history. Share five of these songs with your counselor, and describe how each song reflects the way people felt about the period in which it was popular. If a recording is not available, have a copy of the lyrics available.</p>	
Animal Science	University of Findlay Horse Farm		
Archery	Archery Range		
Astronomy	Nature Lodge	<p><b>6a.</b> Sketch the face of the Moon and indicate at least five seas and five craters. Label these landmarks.</p> <p><b>6b.</b> Sketch the phase and position of the Moon, at the same hour and place, for four nights within a one-week period. Include landmarks on the horizon such as hills, trees, and buildings. Explain the changes you observe.</p>	
ATV	West Berry past the Fort	Must be 14 years of age or older	Jeans, Long shirt, Boots
Automotive Maintenance	Ranger Shop		
Basketry	Boyd Pavillion		

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Camping		<p><b>4b.</b> Help a Scout patrol or a Webelos Scout unit in your area prepare for an actual campout, including creating the duty roster, menu planning, equipment needs, general planning, and setting up camp.</p> <p><b>5e.</b> Present yourself to your Scoutmaster with your pack for inspection. Be correctly clothed and equipped for an overnight campout.</p> <p><b>7b.</b> Pack your own gear and your share of the patrol equipment and food for proper carrying. Show that your pack is right for quickly getting what is needed first, and that it has been assembled properly for comfort, weight, balance, size, and neatness.</p> <p><b>8c.</b> At least one of those meals must be a trail meal requiring the use of a lightweight stove.</p> <p><b>8d.</b> Cook at least one breakfast, one lunch, and one dinner for your patrol from the meals you have planned for requirement <b>9a</b>.</p> <p><b>9a.</b> Camp a total of at least 20 days and 20 nights. Sleep each night under the sky or in a tent you have pitched. The 20 days and 20 nights must be at a designated Scouting activity or event. You may use a week of long-term camp toward this requirement. If the camp provides a tent that has already been pitched, you need not pitch your own tent.</p> <p><b>9b.</b> On any of these camping experiences, you must do TWO of the following, only with proper preparation and under qualified supervision.</p> <p>(1) Hike up a mountain, gaining at least 1,000 vertical feet.</p> <p>(2) Backpack, snowshoe, or cross-country ski for at least 4 miles. 6</p> <p>(3) Take a bike trip of at least 15 miles or at least four hours.</p> <p>(4) Take a non-motorized trip on the water of at least four hours or 5 miles.</p> <p>(5) Plan and carry out an overnight snow camping experience.</p> <p>(6) Rappel down a rappel route of 30 feet or more.</p>	
Canoeing	Lake of the Pines	Successfully complete the BSA swimmer test.	
Chemistry	Gardner Pavillion	<p><b>Do ONE of the following activities:</b></p> <p><b>7a.</b> Visit a laboratory and talk to a chemist. Ask what that chemist does and what training and education are needed to work as a chemist.</p> <p><b>7b.</b> Using resources found at the library and in periodicals, books, and the internet (with your parent or guardian's permission), learn about two different kinds of work done by chemists, chemical engineers, chemical technicians, or industrial chemists. For each of the four positions, find out the education and training requirements.</p> <p><b>7c.</b> Visit an industrial plant that makes chemical products or uses chemical processes and describe the processes used. What, if any, by-products are produced and how are they handled?</p> <p><b>7d.</b> Visit a county farm agency or similar governmental agency and learn how chemistry is used to meet the needs of agriculture in your county.</p>	
Chess	Howard Cabin Porch		

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<b>Cit. in the Nation</b>	Scoutmaster Corral	<p><b>Do TWO of the following:</b></p> <p><b>7a.</b> Visit a place that is listed as a National Historic Landmark or that is on the National Register of Historic Places. Tell your counselor what you learned about the landmark or site and what you found interesting about it.</p> <p><b>7b.</b> Tour your state capitol building or the U.S. Capitol. Tell your counselor what you learned about the capitol, its function, and the history.</p> <p><b>7c.</b> Tour a federal facility. Explain to your counselor what you saw there and what you learned about its function in the local community and how it serves this nation.</p> <p><b>7d.</b> Choose a national monument that interests you. Using books, brochures, the Internet (with your parent or guardian's permission), and other resources, find out more about the monument. Tell your counselor what you learned, and explain why the monument is important to this country's citizens.</p>	
<b>Climbing</b>	Climbing Tower		
<b>Communications/ Public Speaking</b>	Chapel	<p><b>5.</b> Attend a public meeting (city council, school board, debate) approved by your counselor where several points of view are given on a single issue. Practice active listening skills and take careful notes of each point of view. Prepare an objective report that includes all points of view that were expressed, and share this with your counselor.</p>	
<b>Cooking</b>	Gardner Pavillion	<p>Cooking at home. Using the MyPlate food guide or the current USDA nutrition model, plan menus for three full days of meals (three breakfasts, three lunches, and three dinners) plus one dessert. Your menus should include enough to feed yourself and at least one adult, keeping in mind any special needs (such as food allergies) and how you kept your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals. Then do the following:</p> <p><b>4a.</b> Create a shopping list for your meals showing the amount of food needed to prepare and serve each meal, and the cost for each meal.</p> <p><b>4b.</b> Share and discuss your meal plan and shopping list with your counselor.</p> <p><b>4c.</b> Using at least five of the 10 cooking methods from requirement 3, prepare and serve yourself and at least one adult (parent, family member, guardian, or other responsible adult) one breakfast, one lunch, one dinner, and one dessert from the meals you planned. *</p> <p><b>4d.</b> Time your cooking to have each meal ready to serve at the proper time. Have an adult verify the preparation of the meal to your counselor.</p> <p><b>4e.</b> After each meal, ask a person you served to evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustments that could have improved or enhanced your meals. Tell how better planning and preparation help ensure a successful meal.</p>	

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Cooking Cont.	Gardner Pavillion	<p>Trail and backpacking meals. Do the following:</p> <p><b>7a.</b> Using the MyPlate food guide or the current USDA nutrition model, plan a menu for trail hiking or backpacking that includes one breakfast, one lunch, one dinner, and one snack. These meals must not require refrigeration and are to be consumed by three to five people (including you). Be sure to keep in mind any special needs (such as food allergies) and how you will keep your foods safe and free from cross-contamination. List the equipment and utensils needed to prepare and serve these meals.</p> <p><b>7b.</b> Create a shopping list for your meals, showing the amount of food needed to prepare and serve each meal, and the cost for each meal.</p> <p><b>7c.</b> Share and discuss your meal plan and shopping list with your counselor. Your plan must include how to repackage foods for your hike or backpacking trip to eliminate as much bulk, weight, and garbage as possible.</p> <p><b>7d.</b> While on a trail hike or backpacking trip, prepare and serve two meals and a snack from the menu planned for this requirement. At least one of those meals must be cooked over a fire, or an approved trail stove (with proper supervision).**</p> <p><b>7e.</b> After each meal, have those you served evaluate the meal on presentation and taste, then evaluate your own meal. Discuss what you learned with your counselor, including any adjustment that could have improved or enhanced your meals. Tell how planning and preparation help ensure successful trail hiking or backpacking meals.</p> <p><b>7f.</b> Discuss how you followed the Outdoor Code and no-trace principles during your outing. Explain to your counselor how you cleaned any equipment, utensils, and the cooking site after each meal. Explain how you properly disposed of any dishwater and packed out all garbage</p>	
Env. Science	Nature Lodge		

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Eprep/first aid	Scoutmaster Corral	<p><b>First Aid:</b></p> <p><b>1.</b> Knowledge of all first aid requirements for Tenderfoot, 2nd Class, and 1st Class ranks.</p> <p><b>5a.</b> Prepare a first aid kit for your home. Display and discuss its contents with your counselor.</p> <p><b>5b</b> With an adult leader, inspect your troop's first aid kit. Evaluate it for completeness. Report your findings to your counselor and Scout leader.</p> <p><b>Emergency Preparedness:</b></p> <p><b>2c.</b> Meet with and teach your family how to get or build a kit, make a plan, and be informed for the situations on the chart you created for requirement 2b. Complete a family plan. Then meet with your counselor and report on your family meeting, discuss their responses, and share your family plan.</p> <p><b>6c.</b> Find out who is your community's emergency management director and learn what this person does to prepare for, respond to, recover from, prevent, and mitigate emergency situations in your community. Discuss this information with your counselor and apply what you discover to the chart you created for requirement 2b.</p> <p><b>7a.</b> Take part in an emergency service project, either a real one or a practice drill, with a Scouting unit or a community agency.</p> <p><b>8b.</b> Prepare a personal emergency service pack for a mobilization call. Prepare a family kit (suitcase or waterproof box) for use by your family in case an emergency evacuation is needed.</p>	
Fishing		7. Obtain & review the regulations affecting game fishing where you live. Explain why they were adopted and what is accomplished by following them.	
Geology	Gardner Pavillion		
Horsemanship	University of Findlay Horse Farm		Jeans, Heeled Boots
Kayaking	Lake of the Pines	Successfully complete the BSA swimmer test.	Swim attire preferred
Leatherwork	Boyd Pavillion		
Mammal Study	Nature Lodge		
Metalworking	Ranger Shop		Jeans, Boots Preferable
Music	Chapel		Personal Musical Instrument
Native American Lore	Howard Cabin Porch	<p><b>3d:</b> Visit a museum to see Indian artifacts. Discuss them with your counselor. Identify at least 10 artifacts by tribe or nation, their shape, size, and use. (Scouts may also do 3a, 3b, or 3c ahead of time, if they do not want to do those tasks during the week. They can also bring kits for these tasks if they have a specific craft they'd like to make.)</p>	
Nature	Nature Lodge		
Photography	Office		Personal camera/ Smartphone
Pottery	Boyd Pavillion		

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<b>Orienteering</b>		<p><b>7a.</b> Take part in three orienteering events. One of these must be a cross-country course.</p> <p><b>7b.</b> After each event, write a report with:</p> <p>(1) a copy of the master map and control description sheet</p> <p>(2) a copy of the route you took on the course</p> <p>(3) a discussion of how you could improve your time between control points</p> <p>(4) a list of your major weaknesses on this course.</p> <p>Describe what you could do to improve.</p> <p><b>10.</b> Teach orienteering techniques to your patrol, troop or crew.</p>	
<b>Reptile &amp; Amphibian</b>	Nature Lodge	<p><b>Do ONE of the following:</b></p> <p><b>8a.</b> Maintain one or more reptiles or amphibians for at least a month. Record food accepted, eating methods, changes in coloration, shedding of skins, and general habits; or keep the eggs of a reptile from the time of laying until hatching; or keep the eggs of an amphibian from the time of laying until their transformation into tadpoles (frogs) or larvae (salamanders). Whichever you choose, keep records of and report to your counselor how you cared for your animal/eggs/larvae to include lighting, habitat, temperature and humidity maintenance, and any veterinary care requirements.</p> <p><b>8b.</b> Choose a reptile or amphibian that you can observe at a local zoo, aquarium, nature center, or other such exhibit (such as your classroom or school). Study the specimen weekly for a period of three months. At each visit, sketch the specimen in its captive habitat and note any changes in its coloration, shedding of skins, and general habits and behavior. Discuss with your counselor how the animal you observed was cared for to include its housing and habitat, how the lighting, temperature, and humidity were maintained, and any veterinary care requirements. Find out, either from information you locate on your own or by talking to the caretaker, what this species eats and what are its native habitat and home range, preferred climate, average life expectancy, and natural predators. Also identify any human-caused threats to its population and any laws that protect the species and its habitat. After the observation period, share what you have learned with your counselor.</p>	
<b>Rifle</b>	Rifle Range		
<b>Robotics</b>	Office		
<b>Rowing</b>	Lake of the Pines		
<b>Shotgun</b>	Shotgun Range		
<b>Swimming</b>	Pool		One piece swim suit/trunks
<b>Weather</b>	Nature Lodge	<p><b>9a.</b> Make one of the following instruments: wind vane, anemometer, rain gauge, hygrometer. Keep a daily weather log for one week using information from this instrument as well as from other sources such as local radio and television stations, NOAA Weather Radio All Hazards, and Internet sources (with your parent's permission). Record the following information at the same time every day: wind direction and speed, temperature, precipitation, and types of clouds. Be sure to make a note of any morning dew or frost. In the log, also list the weather forecasts from radio or television at the same time each day and show how the weather really turned out.</p>	
<b>Welding</b>	Ranger Shop		Jeans, Boots Preferable

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Wilderness Survival		5. Put together a personal survival kit and explain how each item in it could be useful	Personal survival kit, plastic tarp
Woodcarving	Boyd Pavillion	2a: Earn the Totin' Chip recognition.	

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